DOCUMENT RESUME

ED 328 364 PS 019 439

AUTHOR Rolle, Sandra
TITLE Raising the Level of Self-Concept, Attitudes, and Academic Achievement of Black Male Students, Ages 8-12, through Art and Cultural Heritage Materials.
PUB DATE 90
NOTE 109p.; Ed.D. Practicum, Nova University. Samples of children's writing may not copy well.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Academic Achievement; Academic Failure; *Art Expression; Behavior Problems; *Black Students; Cultural Enrichment; Elementary Education; Elementary School Students; *Males; Parent Education; Parent Participation; *Self Concept; Self Esteem; *Student Attitudes; Student Improvement

ABSTRACT

An experienced art teacher working with students in grades two through six implemented and evaluated a practicum intervention designed to improve the self-images of male black students, their academic accomplishments, and their feelings of pride in their school. Five actions were taken to attain the objective: (1) cultural materials produced by blacks were integrated into the art curriculum; (2) artwork of black students was displayed in the school and community; (3) seminars on parenting for black parents were developed and implemented with the assistance of the school counselor; (4) role models from various professions spoke of or demonstrated their talents; and (5) faculty were given research literature on black children's learning styles and black culture, family, and achievements. Evaluation data indicated that the intervention was mainly successful. Students increased their self-confidence and classroom competence. However, in some teachers' opinions there was less student improvement in academic effort and classroom behavior. Students improved in attitudes toward school, school subjects, and studying, and parents became more involved in their children's school. Measures used, and other related materials, are appended. (RH)

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Raising The Level Of Self-Concept, Attitudes, And Academic Achievement Of Black Male Students, Ages 8-12, Through Art and Cultural Heritage Materials

by

Sandra Rolle
Cluster XXV

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A Practicum II Report Presented to the Ed.D. Program in Early and Middle Childhood in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

Nova University

1990

PS 019439

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Rosemary G Brady

Rosemary Brady

Principal, Miami Heights Elem. Sch.

Title

Miami, Florida

Address

October 31, 1990

Date

This practicum report was submitted by Sandra Rolle under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Date of Final Approval of Report

Dr. Georgiana Lowen, Adviser

ACKNOWLEDGMENT

The writer expresses gratitude to her adviser, Dr. Georgianna Lowen, for her expert guidance, ideas, and motivation during the major practicum phase. Also, the writer is very grateful to her husband for his patience and encouragement and to her principal, Miss Rosemary Brady, for her cooperation and help. Lastly, there is much gratitude and appreciation to the typist of this report, Mrs. Draizin.

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ABSTRACT

Raising the Level of Self-Concept, Attitudes, and Academic Achievement Of Black Male Students, Ages 8-12, Through Art and Cultural Heritage Materials.
Rolle, Sandra L., 1990: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood.
Descriptors: Black Youth/Black Children/Negro Youth/ Blacks/Black Students/Minority Group Children/ Self-Esteem/Self-Concept/Self-Image/Cultural Heritage/ Cultural Enrichment/Academic Achievement/Academic Ability/Academic Failure/Student Attitudes/Student Behavior

This practicum was designed to change the lack of positive self-image, academic achievement, and school pride in Black male students. The primary goal was to develop/to motivate positive self-image, academic achievement, and school pride in Black male students.

The writer used the following steps (solutions) to solve the problem. First, Black culture materials (African art and culture and its relationship to Black American art and culture) were integrated into the art instructional program. Second, the artwork of the Black students was displayed in the school and in the community. Also a field trip to an art museum was used. Third, seminars on parenting for Black parents were developed and implemented with the assistance of the school counselor. Fourth, role models of various professions were used as speakers/demonstrators of their talents on a monthly basis. Lastly, the faculty was kept updated and knowledgeable with literature of current research on Black children's learning styles, Black culture, Black family, and Black achievements.

The results of the practicum were mostly positive. There was positive improvement in the students' self-confidence and competence in the classroom. However, based on some teachers' opinions there was not as much improvement shown in some students academic efforts and classroom behaviors. Indications of improvement in this area was small. There was positive improvement in the Black male/female students' attitudes

toward school, school subjects, and toward studying. Lastly, there were indications of some improvement in Black parents' school involvement.

CHAPTER I

INTRODUCTION

Description of Community

The school where the practicum took place was located in a city of 372,600 in a Southeastern state. The socioeconomic makeup of the community surrounding the school consists of blue and white collar workers. On the north and east side of the school there are newly built homes on land that has been undeveloped for almost 6 years. These new homes have brought an influx of Hispanics into the community and have doubled its Hispanic population.

The school consists of grades kindergarten through sixth with an enrollment of 782 students. The ethnic composition is 196 Blacks, 299 Hispanics, and 287 Caucasians. Based on the number of registered Black students for 1988-1989 school year that is shown in the ethnic composition, the enrollment figures of Black students has not increased. In comparison to 1987-1988 school year of 260 Blacks, 260 Hispanics, and 261 Caucasians there has been a significant decrease in the number of Blacks and a significant increase in the number of Hispanics and Caucasians. The 1989-1990 figures show less than 1% increase in Black enrollment.

About 45% of the students receive free/reduced breakfast and lunch. The students who were involved in the problem were Black males whose ages range from 8 to 12 years old and who were in grades that range from 2 to 6.

The school's organizational structure consists of a principal, assistant principal, teachers, teacher aides, clerk, secretary, and custodians. Most of the instruction is done in self-contained classrooms with a minimum of cross grouping between grade levels. Students in grades 2 to 6 cross group for reading and mathematics. All students receive 30 minutes of physical education daily, 60 minutes of art weekly, and 30 minutes of music twice a week. The staff is composed of 45 teachers, 2 administrators, 4 teacher aides, 1 counselor, 1 psychologist, 1 speech therapist, 1 placement specialist, and 1 visiting teacher.

The school's philosophy is to provide a positive learning environment for all students, to improve students' academic achievement, and to improve students' self-esteem. Several programs such as safety patrol, library aides, future educators, and student council have been established to fulfill part of the school's philosophy and to meet the needs of the students. These programs give students the opportunity to develop

responsibility, to develop pride and self-esteem, and to reduce the number of potential dropouts. Other programs are compensatory education which emphasizes improvement in reading, writing, and mathematics and the Read-At-Home Club which stresses improvement in reading and reading comprehension. There is also a cultural literacy program which was developed and implemented by the art and music teachers. The main emphasis of this program is to develop an awareness, knowledge, and appreciation of various musicians' and artists' works of art, musical compositions, and cultural backgrounds.

The most prominent multicultural problem in the school is the gap in academic achievement between ethnic groups. Black students rank low with below average grades and performance in comparison to the Caucasian and Hispanic students. More Blacks need help in reading and mathematics. The percentage of underachievement is higher among the Black students than among the other two ethnic groups.

Writer's Role and Responsibilities

The writer is a certified art teacher who has been teaching art at different levels from elementary through senior high for 20 years in various public schools

within the state. Prior to this 5 years has been spent teaching art in another state. The writer holds a bachelor's degree in fine arts and a master's degree in administration and supervision. She is certified in art education and in administration and supervision by the department of education. Presently she teaches art to children in grades 2 through 6 including three classes of the emotionally handicapped.

CHAPTER II

STUDY OF THE PROBLEM

Description of the Problem Situation

There was a lack of positive self-image, academic achievement, and school pride in Black male students. The Black male students at the writer's school have shown a decline in academic performance, ambition to achieve, and enthusiasm for school. Attitudes of apathy and passivity have been displayed by some 2nd and 3rd grade males toward grades, class work, good behavior, and school rules. These attitudes seem to escalate between 4th and 6th grades with symptoms of "mental dropout" and open defiance. In the 1986-1987 school year there were 26 suspensions. Twenty-two of those suspended were males. From this group there were 16 Black males who were suspended. This number (i.e., the total number of suspensions for all males) was only decreased by one student the following school year. In addition, the Black male students have progressively performed and scored poorly on the Stanford Achievement Test (SAT) because of their academic difficulties.

Previous attempts by the school administrators to correct/change the problem situation resulted in little impact upon the problems. Some of the solutions that were tried by the administration were early intervention strategies to reduce the number of potential dropout students. These were incentive programs such as cadets, library aides, future teachers, and student council to encourage student involvement. With the exception of a small number of Black female students, the Black students shunned most leadership roles in these incentive programs. Briefly stated, the problem was that there was a lack of positive self-image, academic achievement, and school pride in Black male students.

Documentation of the Problem

This problem was evidenced in the use of student test scores, questionnaires, interviews, teacher rating scales, and a student self-esteem inventory scale. The results from the Stanford Achievement Test (SAT) showed that a majority of Black males have made low scores in reading and mathematics and that a majority of Black males have performed more poorly on the SAT than their white peers (see Tables 1 through 5).

Table 1

Stanford Achievement Test Seventh Edition 1988-1989

Grade	Ethnic Group	Number Tested	Reading Comprehension *	Mathematics Computation *	Mathematics Applications *	Stanines (Reading)
2	BLACK	12	68	99	88	6
			56	87	46	5
			27	82	37	4
			19	71	37	3
			12	60	28	3
			12	50	24	3
			07	32	13	2
			07	19	11	2
			06	19	06	2
			05	04	03	2
			05	02	03	2
			04	02	01	2
2	WHITE	23	99	99	99	9
			98	99	96	9
			94	99	96	8
			87	99	92	7
			75	97	92	6
			75	97	92	6
			75	97	88	6
			75	97	88	6
			68	97	88	6
			62	92	77	6
			56	92	77	5
			56	92	77	5
			52	92	72	5
			52	82	57	5
			43	82	57	5
			37	77	51	4
			34	71	46	4
			24	66	46	4
			21	55	42	3
			19	32	42	3
			10	21	24	2
			06	19	17	2
			01	14	13	1

* PERCENTILE SCORE/RANK

NOTE: The National Average is the 50th Percentile

Table 2

Stanford Achievement Test Seventh Edition 1988 - 1989

Grade	Ethnic Group	Number Tested	Reading Comprehension *	Mathematics Computation *	Mathematics Applications *	Stanines (Reading)
3	BLACK	15	77	99	89	7
			75	90	81	6
			73	85	69	6
			59	76	65	5
			57	68	61	5
			55	48	47	5
			51	41	47	5
			45	38	47	5
			43	38	42	5
			17	35	32	3
			17	17	20	3
			15	15	14	3
			10	08	14	2
			05	04	09	2
			05	02	01	2
3	WHITE	10	93	98	93	8
			77	95	93	7
			71	80	85	6
			56	80	69	5
			56	72	65	5
			33	64	61	4
			29	64	50	4
			25	55	29	4
			17	48	29	3
			14	27	26	3

*PERCENTILE SCORE/RANK

NOTE: The National Average is the 50th Percentile

Table 3

Stanford Achievement Test Seventh Edition 1988 - 1989

Grade	Ethnic Group	Number Tested	Reading Comprehension *	Mathematics Computation *	Mathematics Applications *	Stanines (Reading)
4	BLACK	12	57	41	89	5
			38	39	44	4
			18	33	35	3
			18	30	32	3
			16	14	16	3
			13	14	16	3
			11	11	14	3
			09	11	14	2
			08	07	12	2
			05	07	01	2
			04	05	01	2
			01	01	01	1
4	WHITE	10	90	99	95	8
			90	97	95	8
			83	94	92	7
			81	88	92	7
			81	88	92	7
			54	84	85	5
			54	74	81	5
			52	64	66	5
			45	54	62	5
			36	41	38	4

*PERCENTILE SCORE/RANK

NOTE: The National Average is the 50th Percentile

Table 4

Stanford Achievement Test Seventh Edition 1988 - 1989

Grade	Ethnic Group	Number Tested	Reading Comprehension *	Mathematics Computation *	Mathematics Applications *	Stanines (Reading)
5	BLACK	16	77	89	79	7
			70	86	62	6
			54	73	59	5
			37	69	55	4
			35	58	35	4
			28	29	29	4
			26	26	23	4
			22	26	20	3
			12	26	20	3
			10	19	17	2
			10	19	14	2
			09	19	12	2
			09	19	12	2
			07	19	09	2
			03	12	07	1
			03	05	02	1
5	WHITE	3	86	80	91	7
			45	80	79	5
			24	48	42	4

*PERCENTILE SCORE/RANK

NOTE: The National Average is the 50th Percentile

Table 5

Stanford Achievement Test Seventh Edition 1988 - 1989

Grade	Ethnic Group	Number Tested	Reading Comprehension *	Mathematics Computation *	Mathematics Applications *	Stanines (Reading)
6	BLACK	6	64	86	64	6
			24	77	56	4
			22	77	44	3
			11	60	21	3
			05	44	09	2
			01	08	01	1
6	WHITE	7	83	99	98	7
			67	98	85	6
			55	98	81	5
			41	77	73	5
			41	64	60	5
			24	38	52	4
			22	10	21	3

*PERCENTILE SCORE/RANK

NOTE: The National Average is the 50th Percentile

Based on the national average 50th percentile score, the Black males in grades 2, 4, 5, and 6 ranked very low in reading and in mathematics (see Tables 1, 3, 4, and 5). As shown in these tables, the reading stanines of Black males are below the average stanines of 4, 5, and 6 and are below the reading stanines of their white peers.

At the beginning of this school year in September, 1989, 61 Black male students in grades 2 through 6 were given a self-esteem inventory scale that was based on Coopersmith Self-Esteem Inventory (Coopersmith, 1967) and Pope, McHale, and Craighead (1988) Self-Esteem Inventory and a questionnaire to assess their feelings about themselves, their classroom subjects, and their academic performance in the classroom. The results of the student self-esteem inventory and questionnaire showed that a large number of Black males had a positive outlook toward themselves, school work, and their academic performance (see Tables 6 and 7). Statement 2 on Table 6 showed that 57 out of 61 students claimed that they were proud of themselves. Table 7 showed that they were good readers, good students, and good academic achievers as reflected in their responses to questions 1, 3, 5, and 10.

Table 6

Grades 2 - 6 Self-Esteem Inventory

Directions: Check (✓) the blank next to the sentence that best describes you or tells about you below.

* Total Number of Black Male Students: 61

		Like Me	Unlike Me
1.	I have many friends.	59	2
2.	I'm proud of myself.	57	4
3.	I get angry if I don't win.	14	47
4.	I worry about everything.	20	41
5.	I like the way I look.	41	20
6.	No one listens to my ideas.	19	42
7.	I always do the right thing.	26	35
8.	I think I'm just as good as other children in class.	36	25
9.	Other children always make fun of me.	18	43
10.	I never tell lies.	30	31
11.	I like myself.	55	6
12.	My parents think I'm important.	52	9
13.	I wish other children liked me more.	28	33
14.	I often feel that I'm a failure.	23	38
15.	I can't be trusted.	25	36
16.	I'm more unhappy than happy.	19	42
17.	If I get bad grades, my friends will think I'm dumb.	15	46
18.	I often wish I were someone else	20	41
19.	I can't do anything right.	35	26
20.	Other children think I'm fun to be with.	33	3

*NOTE: Inventory was administered to students who attended last year 1988-1989 school year and who started the year 1989-1990.

Table 7

Student Questionnaire

Directions: Check (✓) the blank next to the question that best tells about you, your likes and dislikes.

		YES	NO
1.	When you study hard, do you get good grades?	54	7
2.	Do you dislike school because the work is too hard?	13	48
3.	If you get good grades, do you feel challenged to do even better?	14	47
4.	Do others listen to your ideas?	42	19
5.	Are you a poor reader?	10	51
6.	Are you proud of your school work?	54	7
7.	Do you feel good about yourself when you are in school?	55	6
8.	If you get bad grades, is it because you didn't try hard enough?	37	24
9.	Do you think that you are as smart as other children in classroom subjects?	27	34
10.	Do you think that you are a good student?	51	10

However, it was the writer's belief that the results and the students' responses did not reflect their true actual feelings. It was believed that the students' biased responses could be attributed to their belief/assumption that they were answering the questions according to the writer's expectations and not according to their actual feelings. Also the students who responded negatively to statements 14 and 17 in Table 6 were known by the principal, counselor, and classroom teachers to be academic failures and behavior problems in previous grades. Because of the discrepancies found in Tables 6 and 7 with the results shown in Table 9 (Teacher Rating Scale) and the writer's belief that the students did not respond honestly to the questions/statements, the writer used another instrument (student interviews) to document the existence of the problem. The same students were interviewed at a much later date in October. Each student was separately and privately interviewed with a different set of questions to which to respond (see Table 8 for results). The students were assured by the writer that their answers would be kept in strict confidentiality and that their names would remain anonymous.

Table 8

Student Interview Results

Total Number Interviewed: 54

		Yes	No
1.	Do you think that you talk too much?	34	20
2.	Do you like school?	27	27
3.	Do you think that you study too much or too hard?	10	44
4.	Do you do your homework without being made to?	15	39
5.	Do you like reading and math?	30	24
6.	Do you believe that you are a good person?	15	39
7.	Do you like all of your teachers?	42	12
8.	Are your teachers nice/kind to you?	42	12
9.	Do you think that the work at school is easy to do?	11	43
10.	Do you get excellent or good grades in school?	15	39
11.	Do you think that you behave good in school?	22	32
12.	Do you believe that you have the ability to be anything you want to be?	15	39

NOTE: At the time of the interviews 7 of the original 61 students were not present due to absences or other reasons.

The results that are shown in Table 8 indicate that the students' self-concepts, academic achievement, and behavior were not as positive as previously stated. In response to question 6 on Table 8, there were 39 out of 54 students who did not believe that they were a good person. In comparison, Table 6 shows that there were only 4 out of 61 students who were not proud of themselves, 20 out of 61 who did not like their looks, and 6 out of 61 who did not like themselves. In response to question 3 on Table 8, there were 44 out of 54 students who said that they did not study too much or too hard. In comparison, Table 7 showed that there were 37 out of 61 students who believed that bad grades were a result of their lack of studying hard. In addition, there were 54 students in Table 7 who believed their hard work at studying produced good grades. Table 8 showed that the same students, who stated that they did not often feel that they were failures (i.e., in response to question 14 in Table 6) changed their response to a negative one in answering question 12. In response to this question, there were 39 out of 54 students who did not believe that they had the ability to be anything they wanted to be. Based on these results and those that follow, there was a greater

need to work with and to focus on the students who have shown low self-esteem, academic failure, and poor school pride in their responses to the interview questions than to concentrate on the students who have perceived themselves to have positive self-concepts and excellent academic stability. Therefore the writer will work with 34 Black students in an effort to raise their self-esteem and academic achievement level.

Data was also collected from the teachers in an effort to assess the Black male students' academic strengths, social skills, and personality characteristics within the classroom. Table 9, the Teacher Rating Scale, showed the teachers' evaluation of those students who were in their classrooms last year. There were 11 students who were rated as always becoming upset over their failures and 27 students who were rated as sometimes becoming upset over their failures (see Table 9). There were 39 students who sometimes showed a positive attitude and 6 students who never showed a positive attitude. The teachers rated 12 students as always lacking confidence in their abilities and rated 37 students as sometimes lacking confidence in their abilities. Table 9 also showed that there were only 2 students who always studied

Table 9

Teacher Rating Scale

Child's Name _____

Today's Date _____

(Total Number of Black Male Students: 57)

Directions: Please check the column that best describes the above student's (formally in your class last year) academic strengths, social skills, and personality qualities.

		Always	Sometimes	Never
1.	Gets upset easily over failures	11	27	19
2.	Asks questions to better his understanding	4	30	23
3.	Shows a positive attitude	6	39	12
4.	Tries hard to improve	6	41	10
5.	Adapts to and functions in new situations	11	44	2
6.	Lacks confidence in his abilities	12	37	8
7.	Seeks attention from others	17	32	8
8.	Completes assigned work	9	30	18
9.	Studies too hard (i.e., never relaxes)	2	11	44
10.	Shows a lack of interest in school	6	28	23
11.	Is successful in his efforts	12	43	2
12.	Gets along with others	14	40	3
13.	Shows pleasure/joy in being successful	37	18	2
14.	Is well liked by his peers	20	37	0
15.	Works below his abilities	9	37	11
16.	Shows contentment with low grades	13	26	18
17.	Tries to do more than his abilities	4	15	38
18.	Is very inattentive	9	36	12
19.	Is easily discouraged	10	35	12
20.	Is absent alot	2	6	49

NOTE: Teachers Were Asked to Rate Their Former Students of Last Year, 1988-1989. The Numbers Under the Captions Always, Sometimes, and Never Represents how Many Students Were Rated by the Teachers as Having Those Characteristics and Behavior Patterns.

hard in comparison to 44 students who never studied hard. In relation to their contentment with low grades, Table 9 showed that there were 13 students who always were satisfied with receiving low grades and 26 students who sometimes were satisfied with receiving low grades.

In order to assess the impact of Black parents' involvement in the educational process of their sons, the writer sent questionnaires to them in September by way of their children and by way of postal mail. The results (see Table 10) were positive and did not give a true picture of Black parents' involvement because it represents only a fragment of the total parent group that is, parents or guardians of 61 Black males and because the writer feels that these parents responded in the way they thought the writer wanted them to or responded in a way to make a positive impression. Table 10 showed that 24 parents helped their sons with their school work, that 28 parents insisted on their sons doing their school assignments, and that 25 parents regularly checked on their sons' school progress.

Because of the writer's belief that the parents did not respond according to their true actions, a rating scale was made and given to all classroom teachers

Table 10

Parent Questionnaire Results

Total Number of Returned Questionnaires: 28

1. What do you want your child to get out of going to school?

19	A good education
5	To learn more
4	To get along with others and to have self-respect

2. Do you think that the teachers are doing or have done their best in the education of your child? If not, Why?

23	Yes
4	No
1	A few

3. Does your child get the kind of grades that you expect of him?

8	Yes
13	No
7	Sometimes

4. Do you think that your child (son) is doing his best in school? If not, Why?

9	Yes
17	No
2	Sometimes

5. What kind of grades would you like for your child to get?

25	Only A's and B's
3	Average grades (C's)
0	Don't care

6. Do you feel that you could easily discuss any problems that your child might have in school with his teachers? If not, Why?

23	Yes
2	No
3	Sometimes

7. Do you feel that you are always welcomed at your child's school? If not, Why? What needs to be improved?

24	Yes
2	No
2	Sometimes

8. Do you help your son with his school work (i.e., homework)?

24	Yes
2	No
2	Sometimes

9. Do you insist on your son completing his school assignments and returning them to his teachers?

28	Yes
0	No
0	Sometimes

10. Do you check on your son's progress in school regularly?

25	Yes
2	No
1	Sometimes

who taught grades 2 through 6 to evaluate Black parents' school involvement. The results showed that only 8 parents have collaborated with the classroom teacher in solving problems that involved their children and that only 9 parents have asked how they could help their child at home with his school work (see Table 11). There were only 4 parents who have volunteered their services to help the classroom teacher as seen in statement number 4. These results and others on Table 11 showed a more factual picture of Black parents' participation in school and showed that there was a lack of Black parents' involvement in school.

Analysis of the Causes

There were several causes that perpetuated the problem. First there was a significant number of Black male students who showed extreme self-consciousness and dishonor in being labeled by and placed in special classes such as compensatory education and learning disabled. Second, there was a significant number of Black male students who experienced failure, who experienced the indifference of various teachers, and who had developed unenthusiastic attitudes toward learning and achieving academically. It was observed

Table 11

Teacher Rating Scale Results (Black Parents Involvement)

DIRECTIONS: Please check the column that describes your Black male students' parents participation in school and in class activities.

		Yes	No
1.	Has volunteered as a room mother	4	14
2.	Has participated as chaperone on class field trips	3	15
3.	Has volunteered to assist you in other ways (e.g., filing students' papers, tutoring below grade level students in math or reading)	1	17
4.	Has volunteered their services when you have asked for help	4	14
5.	Has collaborated with you or has helped you in solving problems that involve or concern their children	8	10
6.	Has expressed an interest or desire to learn how they can help their child to improve/raise his academic achievement level in school	9	9
7.	Has asked how they can help their child at home with his school work	9	9

that these students showed apathy towards challenges to explore new ideas and materials in art classes. Also they showed a lack of motivation and a lack of self-confidence in their problem solving processes. Third, there was a large number of Black male students who showed a lack of interest in school because of an inadequate number of Black male role models within the school to relate to and because of a lack of mentors to encourage them. There were two Black male teachers, a teacher for the emotionally handicapped and a teacher for a sixth grade class and three Black custodians. Lastly, there was a lack of parent involvement in the school as volunteers, (teacher and cafeteria aides, room mothers for classroom parties, activities, and chaperones for field trips), as decision makers that is, collaborating with teachers in the problem solving/ advising process of educating children and holding an office on the executive board of the Parent-Teacher Association (PTA), and as colearners in improving their skills in parenting, improving their communication skills in parent-teacher conferences, and improving their skills in helping their children with school work at home. It was observed that most Black parents displayed

unsupportive and inactive roles toward school involvement. For this reason some teachers' viewed and considered Black parents to be unsupportive and ineffective partners in the educational process.

Relationship of the Problem to the Literature

According to a review of related literature, other professionals have found that the lack of positive self-image, academic achievement, and school pride in Black male students are based on several factors. Raiford (1986) noted that the unity of the Black household no longer exists. Such factors as single parenthood, jobs, and teenage pregnancies have deprived Black children of parental love and care. These factors have deprived Black children of the right to be children because they must assume the role of an adult in caring for their young brothers and sisters in absence of their working mother (p. 50).

Parham and McDavis (1987) made other observations about the Black family. Black parents have shown little interest in the mental and social development of their sons. The boys receive the least amount of love, discipline, career guidance, and academic motivation.

On the other hand, the girls are overprotected with attention, love, academic motivation, and career guidance (pp. 26-27).

Serwatka, Dove, and Hodge (1986) pointed out that there were three causes that helped to undermine Black children's academic success and intellectual development. One was the lack of concern and motivation provided by the teachers. The others were the use of inappropriate testing instruments and the method of evaluating and placing Black children into slower/lower classes on the basis of these evaluations (pp. 21 and 24).

In relation to teacher's low academic expectations of Black students, Gilbert and Gay (1985) found that wrong concepts of Black children's abilities are made by teachers because the children fail to understand the teacher's method of instruction. These wrong concepts are further enhanced by the teacher's low academic expectations of Black children (p. 136).

These students will assimilate the disabilities found in the classes that they are placed in.

Cardenas and First (1985) noted that many minority children who were not handicapped were placed in special education classes because of biased assessment and evaluation tools and because of inadequate instructional

methods, poor curriculum, and inappropriate materials used to meet their diverse learning styles (p. 6). Cardenas and First (1985) also pointed out that black children were more likely to be placed in special classes than their white peers.

In relation to the use of biased assessment and evaluation tools for placement purposes, Taylor and Lee (1987) found that the method of giving tests to minority students was biased with the materials used and with the atmosphere in which the test was taken. These tests were more biased toward the poor disadvantaged students (p. 68).

Gilbert and Gay (1985) suggested that the teacher, the teacher's biased concepts of minority students, the teacher's and administrator's lack of understanding of minority students' culture and values help to promote black children's lack of academic success and lack of interest in learning (p. 134).

In addition, Gilbert and Gay (1985) pointed out that black children learn more in:

> cooperative, informal, and loosely structured environments, in which students and teachers work closely together to achieve common goals... By comparison, the learning style normally expected and rewarded in schools is analytical and field-independent. Learning is expected to occur in a formal, rather rigidly structured environment (pp. 134-135).

Lee (1986) stated that some teachers focus their instruction more on white middle class values than on other ethnic groups' values, life styles, and experiences. These white middle class values set the tone of the students' learning style. Despite the fact that black children have their own particular learning style which is mostly visual and auditory, teachers usually ignore this factor (pp. 78 and 81).

Based on the suggestions of others to similar problems, it was recommended that teachers should learn about the cultural differences of Black children if they are to meet the students' educational needs (Melnick and Hall, 1986).

Parham and McDavis (1987) suggested that seminars on parenting should be conducted by counselors in an effort to help black parents to understand and to raise their sons. Also counselors need to help black children to develop career goals (p. 26).

Another suggestion cited in the literature was that community volunteers should be used to help shape the values of young Black males (Cummins, 1986)

Strickland and Cooper (1987) pointed out that the student's environment has a great influence upon the student's educational outcome. The environment of

the student's home, family life, and community can alter the student's outlook towards making and selecting goals and values (p. 16).

In conclusion, the literature review showed how extensively the problem of low self-esteem, academic failure, and poor school pride has affected Black male students. It also gave some recommendations that merit the attention of teachers, counselors, and administrators to work together in a concerted effort to help Black male students to become successful in school. Success in school will change Black male students' outlook on life and their atttitudes about school.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

The goal in general was that there would be positive self-image, academic achievement, and school pride in Black male students.

Behavioral Expectations

The following four behavioral objectives were chosen for this practicum:

1. Over a period of 30 weeks, 50-60% Black male students will show improvement in self-confidence and classroom competence as measured by an increased score of positive responses to the student post interview questions.

2. Over a period of 30 weeks, 50-60% Black male students will show improvement in their academic efforts, classroom behavior, and classroom subjects as measured by the classroom teachers' rating scale scores.

3. Over a period of 30 weeks, 50-60% Black male students will show improvement in the attitudes toward school, school subjects, and studying as measured by

the scores tabulated on the post-questionnaire/ evaluation form given at the end of the implementation period.

4. Over a period of 30 weeks, 50-60% Black parents will show improvement in school involvement and in academic expectations for their sons as measured by the scores tabulated on the teacher post-rating scale and on the parent post-questionnaire.

Evaluation Instruments

The first objective was to be measured by using the interview method which consisted of twelve questions that dealt with the students' self-concepts and with the students' attitudes toward school. Questions 1, 6, 11, and 12 that focused on concepts of self and questions 2, 3, 9, and 10 that focused on school attitudes were given asterisks and weighted more in points than the other questions in the interview. Each of the asterisk questions in Appendix A was to be given 10 points for positive answers that reflect positive attitudes and was to be given -10 points for negative answers that reflect negative concepts of self and attitudes toward school. The questions that were not given an asterisk were weighted 5 points. This type of instrument was

selected because it allowed the writer to obtain accurate information about the students' actual feelings toward self and toward school that other instruments could not provide. Also it would show any negative to positive changes in the students' feelings before and after the implementation period.

The second objective was to be measured by the classroom teachers' rating scale that evaluated the students' academic effort, achievement, and classroom behavior (see Appendix D). The teacher-made scale would have 20 descriptive items pertaining to the Black students' academic strengths, social skills, and personality qualities that classroom teachers who teach grades 2 through 6 would respond to. Each item that was checked "always" would be given 3 points and each item that was checked "sometimes" or "never" would be given 1 and 0 points respectively. This instrument was chosen because it would measure the performance of the Black male students in academic classroom settings as observed by the teachers. It would provide useful data concerning improvements made in the students' academic efforts, achievements, and behavior in the classroom prior to and after the implementation period.

The third objective was to be measured by a questionnaire to assess the Black male students' likes/dislikes of school subjects, studying, and attending school (see Appendix B). Each question on the 10 item questionnaire would be based on a 10 point scale. Students would check either a yes response or a no response in answer to each question. The questionnaire was selected for this objective because it provided a nonthreatening situation or means for students to express their real feelings and likes/dislikes of school subjects, studying, and attending school.

The fourth objective was to be measured by a teacher rating scale to assess parental school involvement (Appendix E) and was also to be measured by a questionnaire (Appendix C) given to Black parents to assess their aspirations, school involvement, and academic expectations for their sons. Classroom teachers who teach grades 2 through 6 would respond to seven questions on the parent involvement rating scales by marking either yes or no. Also, the Black parents would respond to 10 questions in essay form on the parent questionnaire. The teacher rating scale was chosen because it would show specific data concerning the actual involvement of Black parents as observed by

by teachers in the educational process of their children. It would show if Black parents helped or volunteered their help as chaperones, room mothers/fathers, or served in any school function. The parent questionnaire was selected because it would show the feelings and opinions of Black parents toward school, school involvement, and the goals and expectations for their sons' education.

Plans for Analyzing Results

The results collected from the assessment instruments would be analyzed and presented as follows:

1. The results showing the total number of points scored on the pre-interview would be compared to the number of points scored on the post interview to show any changes such as increases or decreases in scores. A table would be used to show this information and to explain its meaning.

2. The results of the teacher pre-rating scale on the Black male students would be compared to the post-rating scale to show any increases or decreases in scores and in number of students who improved. A table would be used to show these changes and to explain the meaning of these changes.

3. The results of the Black male students' 10 item pre-questionnaire would be compared to the 10 item post-questionnaire to show any significant increases or decreases in scores and in changes of attitudes. A table would be used to show this information and to explain its meaning.

4. The results of the teachers' pre-rating scale of Black parents school involvement would be compared to the post-rating scale of Black parents school involvement to show any changes in responses (i.e., the number of yeses and no's). A table would be used to show these changes and the meaning of these changes. Also a comparison of the black parents pre-questionnaire to the post-questionnaire would be made to show any changes/variations in responses. A table would be used to show these changes and to explain the meaning of them.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Based on the information collected from the literature review and computer search, the writer believes that the following five ways would solve the problem.

First, Black cultural heritage materials would be integrated into the classroom instructional program as a vital component of balanced curriculum.

Lee (1986) suggested that Black children should have the educational experiences of learning about other cultures and ethnic groups' life styles and about their own culture and history (p. 82). Also Corder and Quisenberry (1987) made a similar suggestion.

Arnez's study (cited in Bradley and Stewart, 1982) found that exposure to Black history and black culture helped to raise Black students' pride in self (p. 120)

Mack (1987) pointed out that if educators in the classrooms want to raise black children's values and self-respect they need to provide these students with opportunities to learn about notable black leaders and

the problems of black injustice, inequality, and societal ostracism (p. 25).

Second, Hamby (1989) suggested that in order to keep potential dropout students interested in school activities and learning community leaders and other professionals should be used as resources and as mentors or role models for them (pp. 23-24).

Third, it was recommended by Parham and McDavis (1987) that seminars on child growth and development could be organized and conducted through the school counselor's assistance for Black parents (p. 26).

Summerlin and Ward's study (cited in Marshall, 1989) noted that educating parents in parenting skills helped young children to develop positive attitudes toward themselves and that it helped parents to cope with the problems of childrearing (p. 47).

Another solution which was offered by Parham and McDavis (1987) was the development of career awareness workshops for Black male children to help them to be able to select career goals. These workshops would help to prepare these students for the future and for survival in the competitive high technological job markets.

Lastly, parent-teacher programs would be developed toward better communication between Black parents and teachers (Parham and McDavis, 1987). Without the lines of communication open between parents and teachers, there will be little progress in helping the Black male students or the Black female students. Parham and McDavis (1987) also suggested that these parent-teacher programs should be one of the principal's and counselor's major goals in an effort to help Black parents to fluently verbalize their educational aspirations for their children (p. 27).

Description of Selected Solutions

The writer was prepared to integrate Black culture materials into the art instructional program, to work with the school counselor to organize seminars on parenting for Black parents, and to develop better communication between teachers and parents as to their academic expectations of Black male children. Based on the literature, the writer believed that these strategies would work because of the success with similar problems that have affected other minorities. Also, the writer believed that these strategies would work because some have been successfully tried in the children at risk/drop out programs.

The writer would use the following steps to solve the problem. Black culture materials (African art and culture in relation to Black American art and culture, Black American artists, their background history, style of art, and viewpoints on art) would be integrated into the art instructional program. Using cultural literacy as a vehicle to promote interest in other ethnic cultures the writer would include one Black artist into the program to be studied in the art classes. Each month the students (i.e., black and white, male and female) would be introduced to two artists of different ethnic backgrounds such as a Black painter and French sculptor. Their cultures and art work would be discussed, compared, and evaluated. The follow-up to this activity would be an art assignment in which the students would create an art piece in the style of the artist that was studied. They can paint an abstract picture or make a ceramic figurine. Also, a field trip to a museum to see artwork of Black artists would be provided with hands on activities of drawing or painting as a follow-up lesson to the field trip. This would enhance what they had seen at the museum. All children, Black and White, male and female, would go on the field trip. Although there would be a selected number of students going on the field trip

(e.g., 30-35 students), there was no exclusion of females.

Another step that would be used is to have an art show or exhibit of Black male and female students' artwork which would be displayed in the art room, school office, and in community stores during the month of February, Black History Month, and the month of May, as a culminating event. Both Black male and female would be equally represented in the art show to avoid discrimination of the sexes. Black students would learn how to develop and put together a portfolio of their artwork for future use in applying to art schools, for scholarships, and other competitions. Near the end of the implementation period, one art lesson would be devoted to and focused on this activity.

Black students would become more involved in art contests and the display of their work in public. As various contest information is filtered down from the art education office to the writer, she would encourage more students (i.e., Black and White, male and female) to take an active part in them.

In addition to the previously mentioned steps, the assistance of the school counselor would be used to organize and to conduct seminars on parenting on a

biweekly basis for Black parents. The first session would focus on the concerns and problems that the parents wanted to discuss. The next two sessions would focus on the different parenting styles (i.e., authoritative, authoritarian, permissive). This would be followed by the next two sessions which would concentrate on training Black parents to be effective parents in raising their children. The last session would be a wrap up in which loose ends, such as unanswered questions and problems, would be taken care of.

Role models of various professions would be invited and scheduled to speak or to demonstrate their skills and talents on a monthly basis during art class periods or at special assemblies for the entire student body in the cafeteria. These role models would include artists, office workers, postal clerks/carriers, store owners, writers, and others.

Lastly, the faculty would be kept updated and knowledgeable of current research/information on Black children's learning styles, Black culture, Black family and Black achievements. Literature would be distributed on a biweekly basis to the faculty with requests that they voice their concerns, questions, and

opinions about the literature. The writer would provide the necessary feedback to their concerns.

The program that would be implemented would involve 34 Black students which would include male and female. However, the focus would be on the Black males for the purpose of this program. There would be more boys than girls involved (25 boys and 9 girls). The number of Black parents in the program would depend on their interest and desire to become involved. It is the writer's hope that all Black parents would take an active part in some phase of the program. Although the goal is total involvement of Black parents in the program, the writer would concentrate on working with 25 parents. These would be the parents of Black males or females who have problems with self-concept, academic achievement, and school pride.

Report of Action Taken

The solutions that were used in this practicum involved Black male and female elementary school students in grades 2 to 6, the students' parents, school counselor, and the classroom teachers at the writer's school. At the beginning and during the progress of the implementation period, the writer encountered a few problems. First,

the original week that was planned for the field trip to see works of Black artists was changed. One of the reasons for the change was that the Black artists' works had been scheduled by the galleries for exhibit as early as January, 1990 with the closing a week after the public schools' spring holidays in April. Some art galleries had scheduled the artists' works for the month of February which is Black History Month. The possibility of a field trip in April was not feasible because of the spring holidays and Stanford Achievement testing.

Second, the school counselor's follow up on conducting biweekly parenting seminars for Black parents was not successful due to the lack of interest and participation of the parents. Third, the use of Black artists as speakers and demonstrators of their crafts was not successful because their busy schedules did not permit them to participate. Fourth, there were 3 boys in the program who transferred unexpectantly to another school at the close of summer school. Lastly, there were nearly 2 weeks lost during the implementation period due to special holidays and to the end of the school semester in June when schools close.

Before starting the solution strategies, it was necessary to make a few adjustments and changes in the student and parent population. There were 27 Black male students excluded because of their inconsistent and biased responses that were shown in Tables 6 and 7. The exclusion included the students who responded with positive answers to the student interview that was administered late in October (see Table 8). This left a remaining number of 34 Black students who showed negative self-concepts, poor academic achievement and behavior to work with. The change in student population resulted in a dual use of the pre and post assessment tools/instruments in order to show the difference between the first group of students who were used before the implementation phase and the second group of students who were used during the implementation phase. Tables 6, 7, 8, and 9 show the first group of Black students before the exclusions were made. Tables 12, 14, 16, and 18 show the second group of 34 Black students after the exclusions were made.

Within the second group of 34 students who were the invariable group there was a loss of 9 students who graduated to junior high school in June, 1990. Then in August, 1990 at the close of summer school

there were 3 more students from this group who transferred unexpectedly to another school. Tables 13, 15, 17, and 19 showed the final and constant group of 22 Black students that the writer used from the beginning to the end of the implementation phase. Because of the changes in student population due to the exclusions previously mentioned, there were some changes in the parent population that the writer worked with. Tables 10, 20, and 21 reflected these changes. Although all of the parents did not respond, Table 10 showed a partial number of the parents of the 61 students who responded to the questionnaire. Tables 20 and 21 showed the final and constant parent population used throughout the implementation phase.

In light of the explanation previously stated for the adjustments and changes in the student and parent population, the introduction to the solution strategies began with the distribution of parent questionnaires to the 34 Black students involved in the practicum to assess their feelings toward school participation, toward academic expectations, and career aspirations for their sons (see Appendix C). The results were tabulated for comparison to the parent post-questionnaire that was given at the end of the implementation period.

The students who were involved were given a 10 item questionnaire (see Appendix B) to find what their likes or dislikes were of school subjects, studying, and attending school. This information was compiled for comparison to the student post-questionnaire that would be given at the completion of the strategies.

Next, the classrooms teachers were given a rating scale (see Appendix D) to evaluate the students' academic efforts, achievement, and classroom behavior. There were 20 descriptive items listed that dealt with the students' academic strengths and weaknesses, social skills, and personality qualities. In addition, the teachers were given another rating scale (see Appendix E) to evaluate the Black parents' school involvement. The purpose in using this instrument was to determine how much volunteer work the parents did in the school, in the school's programs, and to determine how much help they gave to the teachers in various classroom activities. The results were anlayzed, tabulated, and compared to the parents post-questionnaire responses.

The last assessment instrument that was used was the student interview (see Appendix A). The interviews were very helpful in disclosing the students' actual thoughts/ perceptions about themselves, school, and

about their academic performance in the classroom. During the interviewing, the writer maintained an attitude of concern and presented an atmosphere of freedom from intimidation to each student. The information that was obtained was later compared to the second interview results at the end of the implementation for any positive or negative changes in the students' responses. Following these procedures, the writer met with the school counselor and discussed the plans for the seminar on parenting for the Black parents who would be involved.

Next, the seminar plans were reviewed with the school principal. After the time and location of the seminar were established with the principal's input and the seminar was given administrative approval, the writer collected various materials and information about Black artists and Black culture from several libraries. The materials were organized and used in art lessons that were developed. Included in the lessons was the factor that one Black artist/speaker would be invited each month. Plans for the inception of the parenting seminar were discussed and finalized with the school counselor. Topics of discussion for each session, the

number of seminar sessions that were to be held, and the specific days and dates for the seminar meetings were decided and scheduled.

Flyers that contained information about the parenting seminar were given to each Black male and female student who were involved to take home to their parents. Then several Black artists, community leaders, and other professionals were contacted by telephone and by letter. They were invited to speak or to demonstrate their talents and job skills to the art classes. The goal of the practicum program was briefly explained to them and the details of time, day, and month of their availability to participate were discussed. After these details were agreed upon, the next step was to make the schedule of the guest speakers who had accepted the invitation and to include the materials or equipment that they had requested.

The solution strategies began with several varied activities. First, eight art lessons which focused each time on two different ethnic artists were implemented on a monthly basis. Art materials (i.e., media) such as clay, pencil, and macrame cord were used. In each lesson, a Black artist, his art work,

background history, cultural customs, and style of art were presented in comparison to a second ethnic artist's works, background history, cultural customs, and style of art. These art lessons gave the students, black and white, a chance to learn about other cultures, customs, ideas, and art and to compare their culture with others.

Second, contest information/literature from the art education office was shared with the students. All students in the art classes were encouraged to submit their ideas and entries.

Third, Black role models of various professions were invited to speak and to demonstrate their job skills and creative talents to the students in the art classes. The participants consisted of a television sports executive, a private loan corporation executive, an automobile mechanic, a computer technician in the military service, and others.

Fourth, the seminar on parenting was scheduled to meet twice a month for six sessions. However, the biweekly meetings were changed to once a month after the parents' third meeting due to the insufficient number of participating Black parents. The topics that were chosen with the school counselor's input were parental problems

and concerns, parenting styles, effective parenting, and the wrap up with solutions to any unanswered problems. The counselor taught the seminar sessions.

Fifth, copies of current articles and summaries of research reports that related to the learning styles of Black children, the motivation of Black children, Black culture, Black family lifestyles, and Black achievements were distributed to the classroom teachers every two weeks. The teachers were given opportunities to voice their opinions and to ask questions about the literature.

Next, a field trip to an art gallery to see the artwork of Black artists was scheduled after reviewing exhibit information from several art galleries. Based on this information and the problems mentioned earlier in this chapter, it was necessary to move the field trip to an earlier date and month.

The seventh step was the exhibit of the Black male and female students' artwork in the art room, school office, community stores, and in shows sponsored by the art education office. However, due to the late start of the implementation in February, the plan to exhibit the students' work in one of the community stores during Black History Month, which is February,

was changed to a later month. This display took place in the art room and in a showcase in the hallway during the month of May. The May exhibit that was to be shown in the community store was rescheduled for June as the culminating event to all the student art shows.

The last activity and step was the students', black and white, development of a portfolio of their best artwork for a future job or art school application, for scholarships, and for other competitions. The lesson on portfolios was focused on students in grades 5 and 6. The students were shown how to select pieces, to include a variety of used media (i.e., art materials) in the selections, and how to mat their artwork.

These solutions activities were continued into the summer school program in July and August and into the months of September and October. The activities that were not continued in those months were the art field trips and the art contests. At the end of the activities and the implementation phase, the parent questionnaire was given again to assess any changes in the Black parents' feelings toward their school involvement and toward their academic expectations of their children. The results were compiled and are shown in Table 21. The student questionnaire was also

readministered to assess the Black male and female students' current feelings toward school, academic subjects, and studying. The results were tabulated, compiled, and are presented in Table 19.

In addition, the student interviews were given again to find out if any positive or negative changes had occurred in the Black male students' self-confidence and classroom competence. The results that are shown in Table 13 reflect a positive change. It is believed that this change occurred because of the impact of the Black guest speakers and role models, the efforts of the Black teacher mentors, and the Black cultural heritage materials that were used in the art lessons.

The role models, male and female, urged the students to study, to set goals, and encouraged the students to meet challenges without attitudes of defeat or failure, and to be all that they could be in life. Students, who wanted to, wrote thank you letters to some of the speakers (see Appendix F). Each speaker talked about his or her successful/unsuccessful school beginnings and about his or her determination to make a positive contribution to society. One renowned television sportscaster and director told how he often daydreamed in class, made poor grades, and often was in

trouble with his teachers because of it. However, he thanked his mother and the teachers who did not give up on him.

Other role models/speakers who inspired the students were an officer in the fire rescue department, an automobile mechanic, high school football players, a nurse's aide for handicapped children, and a director of a loan company. There were Black teachers who were asked to volunteer to be mentors to the students in the program. In some cases, these students desired to select the teachers that they felt the most comfortable with and could freely converse with as their mentors. Each teacher, that is, eight teachers and one teacher aide, was asked by the writer to keep in contact with their selected student, to set up a place for meetings, and to establish a time, day, or week to meet. Each student or at least most of the students were introduced individually to their mentor by the writer. The progress of the teacher-student meetings were monitored closely by the writer to make sure that the students were not forgotten. Encouraging reminders were occasionally put in the teachers' office boxes to ensure that the student contacts continued.

The use of the Black cultural heritage materials was another reason for the students self-confidence and classroom competence. Students were able to compare the African culture, masks, and figurines with the Japanese culture, masks, and figurines. They were made aware of the unique contributions of each culture and the artist who made the mask or figurine. Students were exposed to art works of contemporary Black artists and other ethnic artists who were born in Poland, France, Germany, China, Russia, Spain or Mexico, The Netherlands, United States, and Canada.

The classroom teachers were given student rating scales to evaluate each of the Black students' academic efforts, achievement, and classroom behavior. The results were recorded in Table 15. The teachers were also given a rating scale to evaluate the Black parents school involvement to determine any changes in their participation and to compare the parents' questionnaire responses to the teachers' responses. These results are shown in Table 22.

CHAPTER V

RESULTS, CONFLUSIONS, AND RECOMMENDATIONS

Results

Objective 1 was that over a period of 30 weeks, 50-60% of the Black male students will show improvement in self-confidence and classroom competence. This was measured by using interview questions. Despite the fact that there were 9 students from the group of 34 males and females who had graduated to the junior high school level and that there were 3 students who unexpectantly transferred to another school during the implementation period, Objective 1 was met. In view of these losses, the writer worked with a fixed group of these students throughout the implementation period. This fixed group consisted of 22 Black male/female students who were part of the group of 34 students and who were used to obtain Objective 1. They are shown in Tables 13, 15, 17, and 19. All final results as shown in these tables were based on this fixed group of students.

According to the points shown in Table 13, there was a positive increase in the students self-confidence

and competence in the classroom. In comparison to the points tallied on the pre-interview results (see Table 12), there was a negative decrease. There were 22 students out of 34 who believed that they talked too much, 32 students who believed that they were not a good person, and 25 students who believed that they misbehaved in school. There were 31 students who believed that they did not study too much, 19 students who did not like reading and math, and 32 students who did not get excellent or good grades in school.

However, the post-interview results recorded in Table 13 showed that there were 17 students out of 22 who did not believe that they talked too much, 21 students who believed that they were a good person, and 21 students who believed that they behaved well in school. There were 18 students who liked reading and math, and 17 students who got excellent or good grades in school. Despite these positive results there still were 2 students who believed that they did not study too much and that the work at school was not easy to do.

Objective 2 was that over a period of 30 weeks, 50-60% of the Black male students will show improvement in their academic efforts, classroom behavior, and

Table 12

Student Pre-Interview Results

Total Number Interviewed: 34

		YES	NO	POINTS
* 1.	Do you think that you talk too much?	22	12	-10
* 2.	Do you like school?	14	20	-10
* 3.	Do you think that you study too much or too hard?	3	31	-10
4.	Do you do your homework without being made to?	11	23	- 5
5.	Do you like reading and math?	15	19	- 5
* 6.	Do you believe that you are a good person?	2	32	-10
7.	Do you like all of your teachers?	21	13	+ 5
8.	Are your teachers nice/kind to you?	21	13	+ 5
* 9.	Do you think that the work at school is easy to do?	12	22	-10
*10.	Do you get excellent or good grades in school?	2	32	-10
*11.	Do you think that you behave good in school?	9	25	-10
*12.	Do you believe that you have the ability to be anything you want to be?	5	29	-10
	Total Points:		-90	+10

NOTE: Each asterisk question was given 10 points for positive responses and -10 points for negative responses toward self and toward school. All other questions were given either +5 for positive answers or -5 for negative answers.

Table 13

Student Post-Interview Results

Total Number Interviewed: 22

		YES	NO	POINTS
* 1.	Do you think that you talk too much?	5	17	+10
* 2.	Do you like school?	22	0	+10
* 3.	Do you think that you study too much or too hard?	10	12	-10
4.	Do you do your homework without being made to?	19	3	+ 5
5.	Do you like reading and math?	18	4	+ 5
* 6.	Do you believe that you are a good person?	21	1	+10
7.	Do you like all of your teachers?	18	4	+ 5
8.	Are your teachers nice/kind to you?	20	2	+ 5
* 9.	Do you think that the work at school is easy to do?	10	12	-10
*10.	Do you get excellent or good grades in school?	17	5	+10
*11.	Do you think that you behave good in school?	21	1	+10
*12.	Do you believe that you have the ability to be anything you want to be?	22	0	+10

Total Points: +80 -20

NOTE: Each asterisk question was given 10 points for positive responses and -10 points for negative responses toward self and toward school. All other questions were given +5 for positive answers or -5 for negative answers.

classroom subjects. This was measured by using the classroom teachers' rating scale. This was partially met. There are two possible reasons for the lack of improvement on some items and scores on the teachers' post rating scale. Perhaps the teachers' interpretation of the words always, sometimes, and never was different from the writer's. This belief was based on the fact that some teachers, in returning their rating scales had either verbally stated this to the writer or written the changes above the words on the scale. Above the word always was written most of the time or almost and above the word never was written almost never. One teacher even wrote in the word noncommittal on two items and somewhat on another. The second possible reason for the lack of improvement on some items and scores on the teachers' post rating scale was the element of cultural conflict between some of the students and some of the teachers. Some teachers saw very little, if any, academic or behavioral change in the students. Therefore, they checked and rated the students on the scale based on their assumption.

According to the pre-rating results (see Table 14), there were more students who displayed negative

Table 14

Teacher Pre-Rating Scale Results

Child's Name _____ Date _____

Total Number of Black Male/Female Students: 34

Directions: Please check the column that best describes the above student's (formally in your class last year or this year) academic strengths, social skills, and personality qualities.

		ALWAYS	SOMETIMES	NEVER
1.	Gets upset easily over failures.	8(3pts)	19(1pt)	7(0pt)
2.	Asks questions to better his understanding.	1(3pts)	17(1pt)	16(0pt)
3.	Shows a positive attitude.	2(3pts)	19(1pt)	13(0pt)
4.	Tries hard to improve.	1(3pts)	27(1pt)	6(0pt)
5.	Adapts to and functions in new situations.	3(3pts)	30(1pt)	1(0pt)
6.	Lacks confidence in his abilities.	12(3pts)	21(1pt)	1(0pt)
7.	Seeks attention from others.	12(3pts)	18(1pt)	4(0pt)
8.	Completes assigned work.	3(3pts)	24(1pt)	7(0pt)
9.	Studies too hard (i.e., never relaxes).	2(3pts)	6(1pt)	26(0pt)
10.	Shows a lack of interest in school.	4(3pts)	24(1pt)	6(0pt)
11.	Is successful in his efforts.	2(3pts)	29(1pt)	3(0pt)
12.	Gets along with others.	7(3pts)	23(1pt)	4(0pt)
13.	Shows pleasure/joy in being successful.	9(3pts)	23(1pt)	2(0pt)
14.	Is well liked by his peers.	8(3pts)	24(1pt)	2(0pt)
15.	Works below his abilities.	10(3pts)	22(1pt)	2(0pt)
16.	Shows contentment with low grades.	6(3pts)	20(1pt)	8(0pt)
17.	Tries to do more than his abilities.	1(3pts)	8(1pt)	25(0pt)
18.	Is very inattentive.	9(3pts)	19(1pt)	6(0pt)
19.	Is easily discouraged.	9(3pts)	20(1pt)	5(0pt)
20.	Is absent alot.	3(3pts)	7(1pt)	24(0pt)
	TOTAL POINTS:	336	400	0

NOTE: Each item that a student was checked "always" by a teacher was given 3 points. "Sometimes" was given 1 point, and "never" was given 0 point.

behaviors and poor academic efforts in the classroom than the students who displayed positive behaviors. This is particularly evident in items 2, 3, 6, 7, 9, 15 and 17 through 19. In item 2, the number of students who never asked questions to better their understanding was high and negative. Although the number of students for item 3 was not as high, there were 13 students who never showed a positive attitude as opposed to the 2 students who did show positive attitudes. The same could be said for items 6, 7, and 9 in that there were 12 students who always showed a lack of confidence in their abilities, 12 students who always sought attention from others, and 26 students who never studied too hard.

The items numbered 15, 17, 18 and 19 respectively showed 10 students who always worked below their abilities, 25 students who never tried to do more than their abilities, and 9 students who always were very inattentive and easily discouraged. The number of students that were checked sometimes in Table 14 could have negative or positive implications depending on the item and on the way sometimes was interpreted by the teachers. If they viewed sometimes as often, the negative significance would be considerably high for

some items. On the other hand, if they viewed or interpreted sometimes as occasionally or rarely, the positive significance would be high for some items.

The post-rating results (see Table 15) showed a positive increase in the Black students' academic efforts and a decrease in the Black students' negative behaviors and attitudes. In comparison, item 2 showed a small increase in the number of students who always asked questions to better their understanding and a decrease in the number of students who did not. For item 3 there were 9 students who always showed a positive attitude as opposed to 0 students who did not. There were fewer students checked for items 6 and 7 who lacked confidence in their abilities and who sought the attention of others. There were 3 students checked under always in item 6 and 5 students checked under always in item 7.

The other interesting result was that the number of students checked for item 9 did not improve in a positive way on Tables 14 or 15. However, item 10 did show some positive improvement. There were 3 students in item 15 who always worked below their abilities and 4 students who never worked below their abilities. This was a positive improvement in comparison to the same

Table 15

Teacher Post-Rating Scale Results

Child's Name _____ Date _____

Total Number of Black Male/Female Students: 22

Directions: Please check the column that best describes the above student's (formally in your class last year or this year) academic strengths, social skills, and personality qualities.

		ALWAYS	SOMETIMES	NEVER
1.	Gets upset easily over failures.	5(3pts)	12(1pt)	5(0pt)
2.	Asks questions to better his understanding.	4(3pts)	14(1pt)	4(0pt)
3.	Shows a positive attitude.	9(3pts)	13(1pt)	0(0pt)
4.	Tries hard to improve.	2(3pts)	18(1pt)	2(0pt)
5.	Adapts to and functions in new situations.	3(3pts)	17(1pt)	2(0pt)
6.	Lacks confidence in his abilities.	3(3pts)	18(1pt)	1(0pt)
7.	Seeks attention from others.	5(3pts)	14(1pt)	3(0pt)
8.	Completes assigned work.	7(3pts)	13(1pt)	2(0pt)
9.	Studies too hard (i.e., never relaxes).	0(3pts)	3(1pt)	19(0pt)
10.	Shows a lack of interest in school.	2(3pts)	10(1pt)	10(0pt)
11.	Is successful in his efforts.	4(3pts)	17(1pts)	1(0pt)
12.	Gets along with others.	8(3pts)	14(1pt)	0(0pt)
13.	Shows pleasure/job in being successful.	14(3pts)	8(1pt)	0(0pt)
14.	Is well liked by his peers.	8(3pts)	14(1pt)	0(0pt)
15.	Works below his abilities.	3(3pts)	15(1pt)	4(0pt)
16.	Shows contentment with low grades.	1(3pts)	12(1pt)	9(0pt)
17.	Tries to do more than his abilities.	0(3pts)	17(1pt)	5(0pt)
18.	Is very inattentive.	2(3pts)	15(1pt)	5(0pt)
19.	Is easily discouraged.	1(3pts)	16(1pt)	5(0pt)
20.	Is absent alot.	2(3pts)	7(1pt)	13(0pt)
	TOTAL POINTS:	249	267	0

NOTE: Each item that a student was checked "always" by a teacher was given 3 points. "Sometimes" was given 1 point and "never" was given 0 point.

item on Table 14. Similarly in items 17, 18, and 19 respectively, there were 5 students who never tried to do more than their abilities, 2 students who were always inattentive, and 1 student who was always easily discouraged. These numbers showed positive improvement in contrast to the same items shown in Table 14.

In comparison to the number of students (see Table 16) who were recorded on the pre-rating scale for items that were checked always, sometimes, and never, the number of students who were checked were significantly high in some areas. The post-rating scale (see Table 17) showed that the number of students decreased in some items that were checked always and never and showed an increase in some items that were checked sometimes. Each students' academic, social, and behavioral improvements or the lack of improvements was analyzed and compared individually.

Objective 3 was that over a period of 30 weeks, 50-60% of the Black male students will show improvement in their attitudes toward school, school subjects, and studying. This was measured by a questionnaire (see Tables 18 and 19). The results shown in Table 19 indicated that this objective was met. There was a positive increase in the students' responses as shown

Table 16

Teacher Pre-Rating Scale of Students

Total Number of Black Male/Female Students: 34

		ALWAYS	SOMETIMES	NEVER
1.	Gets upset easily over failures.	8	19	7
2.	Asks questions to better his understanding.	1	17	16
3.	Shows a positive attitude.	2	19	13
4.	Tries hard to improve.	1	27	6
5.	Adapts to and functions in new situations.	3	30	1
6.	Lacks confidence in his abilities.	12	21	1
7.	Seeks attention from others.	12	18	4
8.	Completes assigned work.	3	24	7
9.	Studies too hard (i.e., never relaxes).	2	6	26
10.	Shows a lack of interest in school.	4	24	6
11.	Is successful in his efforts.	2	29	3
12.	Gets along with others.	7	23	4
13.	Shows pleasure/joy in being successful.	9	23	2
14.	Is well liked by his peers.	8	24	2
15.	Works below his abilities.	10	22	2
16.	Shows contentment with low grades.	6	20	8
17.	Tries to do more than his abilities.	1	8	25
18.	Is very inattentive.	9	19	6
19.	Is easily discouraged.	9	20	5
20.	Is absent alot.	3	7	24

NOTE: The numbers shown in each column for each item represent the number of students that were checked always, sometimes, and never by the teachers.

Table 17

Teacher Post-Rating Scale of Students

Total Number of Black Male/Female Students: 22

		ALWAYS	SOMETIMES	NEVER
1.	Gets upset easily over failures.	5	12	5
2.	Asks questions to better his understanding.	4	14	4
3.	Shows a positive attitude.	9	13	0
4.	Tries hard to improve.	2	18	2
5.	Adapts to and functions in new situations.	3	17	2
6.	Lacks confidence in his abilities.	3	18	1
7.	Seeks attention from others.	5	14	3
8.	Completes assigned work.	7	13	2
9.	Studies too hard (i.e., never relaxes.	0	3	19
10.	Shows a lack of interest in school.	2	10	10
11.	Is successful in his efforts.	4	17	1
12.	Gets along with others.	8	14	0
13.	Shows pleasure/joy in being successful.	14	8	0
14.	Is well liked by his peers.	8	14	0
15.	Works below his abilities.	3	15	4
16.	Shows contentment with low grades.	1	12	9
17.	Tries to do more than his abilities.	0	17	5
18.	Is very inattentive.	2	15	5
19.	Is easily discouraged.	1	16	5
20.	Is absent alot.	2	7	13

NOTE: The numbers shown in each column for each item represent the number of students that were checked always, sometimes, and never by the teachers.

Table 18

Student Pre-Questionnaire

Total Number of Students: 34

Directions: Check (✓) the blank next to the question that best tells about you, your likes and dislikes.

		YES	NO
1.	When you study hard, do you get good grades?	19	15
2.	Do you dislike school because the work is too hard?	18	16
3.	If you get good grades, do you feel challenged to do even better?	32	2
4.	Do others listen to your ideas?	9	25
5.	Are you a poor reader?	20	14
6.	Are you proud of your school work?	2	32
7.	Do you feel good about yourself when you are in school?	0	34
8.	If you get bad grades, is it because you didn't try hard enough?	28	6
9.	Do you think that you are as smart as other children in classroom subjects?	2	32
10.	Do you think you are a good student?	2	32
	TOTAL:	132	208

NOTE: Each question was based on a 10 point scale. The numbers beneath the yes and no columns denote how many times the students answered yes versus no.

Table 19

Student Post-Questionnaire

Total Number of Students: 22

Directions: Check (✓) the blank next to the question that best tells about you, your likes and dislikes.

		YES	NO
1.	When you study hard, do you get good grades?	17	5
2.	Do you dislike school because the work is too hard?	4	18
3.	If you get good grades, do you feel challenged to do even better?	21	1
4.	Do others listen to your ideas?	15	7
5.	Are you a poor reader?	10	12
6.	Are you proud of your school work?	19	3
7.	Do you feel good about yourself when you are in school?	21	1
8.	If you get bad grades, is it because you didn't try hard enough.	13	9
9.	Do you think that you are as smart as other children in classroom subjects.	10	12
10.	Do you think you are a good student?	20	2
	TOTAL:	150	70

NOTE: Each question was based on a 10 point scale. The numbers beneath the yes and no columns denote how many times the students answered yes versus no.

in the number of likes toward school, academics, and studying. Questions 1, 2, 4, 5, 6, 7, 9, and 10 reflected these positive increases. There were more negative responses and a higher number of dislikes shown in Table 18 for questions 4, 5, 6, 7, 9, and 10.

As shown in Table 19, questions 1, 3, and 8 responses indicated that there was a positive improvement in the students' attitudes toward studying. Questions 2 and 7 showed positive responses to denote that the students had a change of attitude toward school. Questions 5, 6, and 9 showed positive changes in the students' attitudes toward school subjects.

Objective 4 was that over a period of 30 weeks, 50-60% of the Black parents will show improvement in school involvement and in academic expectations for their sons. This was measured by the teacher rating scale of no responses which still remained comparatively high to the number of yes responses shown in the teacher post-rating scale (see Table 22). However, there were some positive improvements identified. The parent post-questionnaire (see Table 21) showed positive improvements in some responses. In evidence of these positive factors, this objective was met.

One of the surprising and rewarding unanticipated outcomes that happened during the implementation period was that one of the Black parents whose child was in the program bought and donated 10 paperback copies of famous Black History leaders, pioneers, women, scientists, and inventors to the writer to help motivate the Black students to take pride in their heritage and in themselves. This parent's display of concern showed evidence of school involvement and expectation of heritage knowledge to be learned by Black students.

To compare the positive and negative increases/ decreases shown on the pre and post questionnaire, Table 20 indicated that some of the parents' aspirations and academic expectations of their children were not extremely high. This was shown in response to questions 3, 4, and 5. the post-questionnaire (see Table 21) showed a small improvement in response to question 4 and a significant improvement in response to question 5. There was a significant increase in the yes and no responses to question 3. There was a decrease in the sometimes response to the same question. The other positive increases shown in Table 21, the post-questionnaire, were indicated in responses to questions 1, 6, 7, 8, and 9.

Table 20

Parent Pre-Questionnaire Results

Total Number of Returned Qeustionnaires: 19

1. What do you want your child to get out of going to school?
   - 18 A good education
   - 1 To learn more
   - 0 To get along with others and to have self respect

2. Do you think that the teachers are doing or have done their best in the education of your child? if not, Why?
   - 15 Yes
   - 2 No
   - 2 A few

3. Does your child get the kind of grades that you expect of him?
   - 6 Yes
   - 9 No
   - 4 Sometimes

4. Do you think that your child (son) is doing his best in school? If not, Why?
   - 9 Yes
   - 8 No
   - 2 Sometimes

5. What kind of grades would you like for your child to get?
   - 15 Only A's and B's
   - 4 Average Grades (C's)
   - 0 Don't care

6. Do you feel that you could easily discuss any problems that your child might have in school with his teachers? If not, Why?
   - 17 Yes
   - 2 No
   - 0 Sometimes

7. Do you feel that you are always welcomed at your child's school? If not, Why? What needs to be improved?
   - 17 Yes
   - 2 No
   - 0 Sometimes

9. Do you help your son with his school work (i.e., homework)?
   - 18 Yes
   - 1 No
   - 0 Sometimes

10. Do you check on your son's progress in school regularly?
    - 17 Yes
    - 1 No
    - 1 Sometimes

NOTE: Although 25 questionnaires were given out, there were only 19 parents who returned their questionnaires. The numbers beneath each question show how many parents responded and the words adjacent to the numbers show their answers.

Table 21

Parent Post-Questionnaire Results

Total Number of Returned Questionnaires: 25

1. What do you want your child to get out of going to school?
   - 20 A good educa tion
   - 3 To learn more
   - 0 To get along with others and to have self-resp ect.

2. Do you think that the teachers are doing or have done their best in the education of your child? If not, Why?
   - 19 Yes
   - 2 No
   - 2 A few

3. Does your child get the kind of grades that you expect of him?
   - 9 Yes
   - 13 No
   - 1 Sometimes

4. Do you think that your child (son) is doing his best in school? If not, Why?
   - 13 Yes
   - 10 No
   - 0 Sometimes

5. What kind of grades would you like your child to get?
   - 23 Only A's and B's
   - 0 Average grades (C's)
   - 0 Don't Care

6. Do you feel that you could easily discuss any problems that your child might have in school with his teachers? If not, Why?
   - 21 Yes
   - 0 No
   - 2 Sometimes

7. Do you feel that you are always welcomed at your child's school? If not, Why? What needs to be improved?
   - 21 Yes
   - 1 No
   - 1 Sometimes

8. Do you help your son with his school work (i.e., homework)?
   - 18 yes
   - 0 No
   - 5 Sometimes

9. Do you insist on your son completing his school assignments and returning them to his teachers?
   - 23 Yes
   - 0 No
   - 0 Sometimes

10. Do you check on your son's progress in school regularly?
    - 14 Yes
    - 5 No
    - 4 Sometimes

NOTE: Although all parent questionnaires were returned, there were two questionnaires returned blank, that is, without written responses. The numbers beneath each question show how many parents responded and the words adjacent to the numbers show their answers.

The teachers post rating scale (see Table 22) show significant increases and decreases in Black parents school involvement. The pre-rating results that were previously discussed in Chapter 2 (see Table 11) and the post-rating results shown in Table 22 denote a decrease in some parents' participation as a room mother or helper. Similarly, there was a decrease shown in responses to item 2. There were positive increases and improvements shown in items 3, 4, 5, 6, and 7.

In comparison of the results that were based on the four objectives previously stated in this report to the findings of other authorities in the related literature, there were some similarities and contrasts noted. For the most part, the related literature provided suggestions/recommendations more than results. Goslin (1989) suggested in analyzing the problem of underachieving children at risk that the students needed greater exposure to decision making, value judgements, and developing philosophy of their own in order to elevate their self-esteem in the classroom (p. 25). Goslin's suggestions added another possible solution to Objective 1 which was to improve Black male students' self-confidence and competence in the classroom.

Table 22

Teacher Post-Rating Scale

Black Parent Involvement

Number of Classroom Teachers: 18

Directions: Please check the column that describes your Black male students' parents participation in school and in class activities.

		YES	NO
1.	Has volunteered as a room mother.	1	17
2.	Has participated as chaperone on class field trips.	2	16
3.	Has volunteered to assist you in other ways (e.g., filing students' papers, tutoring below grade level students in math or reading).	3	15
4.	Has volunteered their services when you have asked for help.	7	11
5.	Has collaborated with you or has helped you in solving problems that involve or concern their children.	15	3
6.	Has expressed an interest or desire to learn how they can help their child to improve/raise their academic achievement level in school.	15	3
7.	Has asked how they can help their child at home with his school work.	13	5
	TOTAL:	56	70

NOTE: The numbers beneath the yes and no columns denote how many times the teachers answered yes versus no.

Goslin also suggested that the students needed a one to one contact with their teachers to enhance communication of ideas and to establish rapport and respect between the student and the teacher. Lastly, the students who were lacking in achievement and self-esteem needed to be made aware of and to be taught that they were accountable for their good or bad behaviors. All of their behaviors have an impact upon the society.

In relation to Objective 2 which dealt with Black male students improvement in academic efforts, classroom behavior, and classroom subjects, Holly (1987) gave a few ideas on raising the students self-esteem. He pointed out that self-esteem has a negative or positive residue effect upon academic achievement (p. 3). Using other studies (Conrath, 1986; Covington, 1984; Widerman, 1982) as a basis of support, Holly noted that the lack of or the possession of positive self-esteem did not mean or guarantee academic success. It did mean that students who had positive self-esteem were more likely to try harder, to do better, and to accept academic challenges. However, Holly pointed out that all positive factors dealing with academic success and competence in the classroom were dependent on the students feeling free from the anxiety of impending failure and from the shame and stigma of constant failure.

Warner and Craycraft (1990) recommended activities with positive results that would raise the self-concept and social skills of intermediate at risk students. The results were that students felt confident in making contributions of their ideas, in sharing, and in working cooperately with others. They learned to establish their own goals, values, and career expectations (pp. 48-49). These activities provided good resources partly for the goal of Objective 3 which was to improve Black male/female students' attitudes toward school, school subjects, and studying.

Lastly, Objective 4 was to improve Black parents school involvement and their academic expectations for their sons or daughters. Fredericks and Rasinski (1990) recommended 14 ideas collected through surveys from several elementary schools that had successful parent programs. The focus was on improving the reading curricula in the schools by getting the nonparticipating parents involved and committed to the program (p. 424). All of the 14 ideas that were suggested were excellent.

To summarize some of the ideas, it was suggested that the reading program must be kept continually before the parents as a reminder of needed parental involvement and information. Getting parents involved must be a total

school commitment. Fredericks and Rasinski emphasized that there should be some form of recognition given to parents and students who have made concerted efforts to improve their involvement in the school's reading program. It was suggested that prizes, awards, or certificates be used as the form of recognition. In addition Fredericks and Rasinski recommended that the children should be made a part of the process of soliciting their parents to become actively involved and that everyone in the family household and relatives should be included in the reading program.

The authorities, previously mention, suggested that the reading program must be extended beyond the boundaries of the classroom and school building into the surrounding community and that various leaders within the community should be enlisted to advertise and sell the school's reading program to others. Lastly, every feasible effort must be made to meet the uninvolved parents half way in that some have to work, some have small children to take care of, and some have inhibitions about school. Other meeting sites should be tried as well as other times of the day and week (p. 425). If these fail, Fredericks and Rasinski recommended that the important programs should be videotaped and given to the parents and to the community.

Conclusions

Based on the previous results that were shown and discussed there was sufficient evidence that all three of the objectives were met with the exception of one that was partially met. The solution strategies that were used to improve Black male students' self-esteem, academic achievement, and school pride were beneficial to the success of the program. The solutions used were the integration of Black cultural heritage materials into the art instructional program, the display of Black male students' artwork in the community, in contests, and in the school, and the participation of Black role models and mentors. Also the faculty members were kept informed about Black students with current research literature on Black children's learning styles, Black culture, Black family, and Black achievements.

The writer noticed that there was a sense of pride shown in the students who had their artwork displayed and who learned about their Black heritage. The evidence that the first objective was successfully met through the use of the previously mentioned solutions proved that Black male/female students were capable of being reached, were capable of learning, and were capable of changing

their attitudes if appropriately guided. It proved that their self-confidence and classroom competence was changed.

However, the writer believed that the minimal improvement shown in the results to the second objective was caused by teachers' misinterpretations and cultural conflicts. Gilbert and Gay (1985) pointed out that the teachers' opinions of their Black students academic incapabilities have a self-fulfilling prophecy. The students tend to behave in the expected way (p. 136). Gilbert and Gay (1985), noted that the speaking and listening styles of Black students are another cause of cultural conflict. Black students who listen and speak what they have learned encounter trouble with teachers who demand that they must be proficient in writing what they have learned (p. 135).

The third objective which dealt with the improvement of Black male students' attitudes toward school, school subjects, and studying was met because of the role models and speakers, the Black teacher mentors, and the Black cultural heritage materials that were used. The positive results that were obtained have been the proof

of this for the same reasons as previously stated for Objective 1 result conclusions. Also it was noted that some students raised their academic and behavior grades on their report cards. The other factor was that some students received public recognition by having their art work accepted and shown in several art shows in the community. Others received recognition by having their art work on display around the school and in the cafeteria.

There were seven Black students, 5 boys and 2 girls placed on the school's safety patrol. One was made captain. Perhaps a sense of pride and self-worth was instilled in the students because of the concern and interest in the students that was projected by the words and actions of the role models and teachers. Even the school's custodial staff and some of the cafeteria workers became concerned supporters.

Another possible reason for the positive results was the continual words of encouragement and support given to the students by the school counselor. Lastly, the fact that the writer kept the faculty updated and knowledgeable of current research information on Black children's learning styles, Black culture, Black achievements, and the Black family could have been

instrumental in changing some of the faculty's attitudes and thinking toward Black students. The writer was a constant supporter and spokesman for the students at faculty meetings and to individual classroom teachers.

The fourth objective which dealt with the improvement of Black parents' school involvement and academic expectations for their sons was met. The reasons for the positive results were due partly because of the literature placed in the teachers' office boxes that focused on getting parents involved, because of the literature distributed to Black parents at the first two initial parenting seminar sessions, and because of the entire school's campaign on parent involvement. Although the Black parent involvement was not as high as it could be and should be, there were some exciting positive outcomes. One of the Black male parents who faithfully came to every parent meeting that the writer and school counselor called was elected by teachers and parents as second vice president of the school's parent-teacher association, (i.e., PTA). A second Black male parent was elected as the president. There has never been a Black person, male or female, elected to such high offices since the writer started teaching at the school in 1978.

In addition, the parent who was elected second vice president was given recognition for his school involvement at a breakfast that was sponsored by the school board for all of its top volunteers. There were Black parents who volunteered to be speakers and role models and who volunteered to help during the school's multicultural Around the World festival. There were two parents who typed the flyers/notices that announced the parent seminar meetings and made an attendance book to keep track of those who came. Another parent spent much time calling parents about the next meeting or urging parents to come to the meetings on parenting.

It is the writer's belief that the reasons for the poor parent attendance or the lack of it at the parenting seminar meetings were that some parents worked at night, some parents had smaller children to care for without the help of babysitters, and some parents lost interest due to the time and day of the meetings or for some other reason.

Recommendations

There are four recommendations that the writer would make to broaden or to enhance the solution or program at her school. First, the writer recommends that the study of Black culture and Black contributions to our society

be made a part of the school curriculum. Second, the writer recommends that Black History activities be extended beyond the designated national holiday and month of February and that its extension be included/ integrated into a multicultural curriculum. Third, the writer recommends that the Black teachers mentor program be continued with the inclusion of all classroom teachers, that it includes all children, regardless of color, who need help with their low self-esteem, and that it includes all staff members as mentors. Lastly, the writer recommends that every resource be used to get more Black parents involved in school.

Dissemination

First, it is the writer's plan to share the practicum results with the administrators in her school and with the classroom teachers and support personnel. Second, the practicum results will be shared on a larger scale/ population with other teachers in other schools, with various members listed in the Summer Institute 1989 Networking Directory, and with some members of the local school board. Presently, some of the practicum results have been shared with a few teachers and the principal of the writer's school.

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APPENDIX A

STUDENT INTERVIEW QUESTIONS

DIRECTIONS: Please answer yes or no to the following questions. Your answers will be held in strict confidence and will be reported only in group form. Your name will remain anonymous.

		YES	NO
*1.	Do you think that you talk too much?		
*2.	Do you like school?		
*3.	Do you think that you study too much or too hard?		
4.	Do you do your homework without being made to?		
5.	Do you like reading and math?		
*6.	Do you believe that you are a good person?		
7.	Do you like all of your teachers?		
8.	Are your teachers nice/kind to you?		
*9.	Do you think that the work at school is easy to do?		
*10.	Do you get excellent or good grades in school?		
*11.	Do you think that you behave good in school?		
*12.	Do you believe that you have the ability to be anything you want to be?		

(asterisk * means that these questions will be weighted 10 points higher than the others.)

APPENDIX B

STUDENT QUESTIONNAIRE

DIRECTIONS: Check ( ) the blank next to the question that best tells about you, your likes and dislikes.

	YES	NO
1.. When you study hard, do you get good grades?		
2. Do you dislike school because the work is too hard?		
3. If you get good grades, do you feel challenged to do even better?		
4. Do others listen to your ideas?		
5. Are you a poor reader?		
6. Are you proud of your school work?		
7. Do you feel good about yourself when you are in school?		
8. If you get bad grades, is it because you didn't try hard enough?		
9. Do you think that you are as smart as other children in classroom subjects?		
10. Do you think that you are a good student?		

APPENDIX C

PARENT QUESTIONNAIRE

DIRECTIONS: Please answer all questions. If you need more space to write, you can write on the back of this paper.

1. What do you want your child to get out of going to school?

2. Do you think that the teachers are doing or have done their best in the education of your child? If not, why?

3. Does your child get the kind of grades that you expect of him?

4. Do you think that your child (son) is doing his best in school? If not, why?

5. What kind of grades would you like for your child to get?

6. Do you feel that you could easily discuss any problems that your child might have in school with his teachers? If not, why?

7. Do you feel that you are always welcomed at your child's school? If not, why? What needs to be improved?

8. Do you help your son with his school work (i.e., homework)?

9. Do you insist on your son completing his school assignments and returning them to his teachers?

10. Do you check on your son's progress in school regularly?

APPENDIX D

TEACHER RATING SCALE : STUDENTS' ACADEMIC AND BEHAVIORAL ASSESSMENT

TEACHER RATING SCALE

Child's Name _____

Today's Date _____

DIRECTIONS: Please check the column that best describes the above student's (formally in your class last year) academic strengths, social skills, and personality qualities.

	ALWAYS	SOMETIMES	NEVER
1. Gets upset easily over failures.			
2. Asks questions to better his understanding.			
3. Shows a positive attitude.			
4. Tries hard to improve.			
5. Adapts to and functions in new situations.			
6. Lacks confidence in his abilities.			
7. Seeks attention from others.			
8. Completes assigned work.			
9. Studies too hard (i.e., never relaxes).			
10. Shows a lack of interest in school.			
11. Is successful in his efforts.			
12. Gets along with others.			

	ALWAYS	SOMETIMES	NEVER
13. Shows pleasure/joy in being successful.			
14. Is well liked by his peers.			
15. Works below his abilities.			
16. Shows contentment with low grades.			
17. Tries to do more than his abilities.			
18. Is very inattentive.			
19. Is easily discouraged.			
20. Is absent alot.			

APPENDIX E

TEACHER RATING SCALE:
PARENTS INVOLVEMENT ASSESSMENT

TEACHER RATING SCALE

(BLACK PARENT INVOLVEMENT)

DIRECTIONS: Please check the column that describes your Black male students' parents participation in school and in class activities.

	YES	NO
1. Has volunteered as a room mother.		
2. Has participated as chaperone on class field trips.		
3. Has volunteered to assist you in other ways (e.g., filing students' papers, tutoring below grade level students in math or reading).		
4. Has volunteered their services when you have asked for help.		
5. Has collaborated with you or has helped you in solving problems that involve or concern their children.		
6. Has expressed an interest or desire to learn how they can help their child to improve/raise his academic achievement level in school.		
7. Has asked how they can help their child at home with his school work.		

Dear, Mrs..

I think that talk you gave us was good advise. It help us think what we are going to be when we grow up. Well I already new what I want to be—an actor — you now the one stand on the stage and thinking of funny things to say. Well I have to go now, see you later.

Yor Buddy.

P.S- I did not have a stamp; oh well I'm sorry

Dear Mrs.

I wish I was a Postal Carrier like you are. And when you said you Like using you hand I like to use my hands to.

Your friend

Dear Mrs.

Hi my name is
When you came to Mrs.
Bibbs class and talked to us
I really enjoyed it. You remember
when you where talking about
having your goals well when
I grow up I want to be a
veternarian. I thank you a lot
for speaking with us. You
were really great.

Sincerely,

Dear Mrs

thank you for been so nice us and thank you for let us know somethings about life. I like all the words that you said to us I like your carrier very much. What I would like to be in the future is a secretary. that's all the words that I can put to thank you for been here with us.

Your friend,

Dear ,

Thank you for coming yesterday. I liked what you said about careers. I want to be a doctor and make money but not the bad way. I do not have so called best friends. Thank you alot.

Your friend,

Dear LT. C.

I would like to thank you for coming to our school and for telling us things about fire rescue squads and for giving me ideas about I should do in life well not really do in life how I should be be in life. And also for you took the time to come out to our school give us that important message about you and the way you spoke of your self. So I would just like to say

Thanks
LT. C

From:

Dear Mr.

I will like to thank you for telling us to stay in school, and showing what kind of work you do. Thanks for the way you said "the tougher man is the man who backs down a fight." Because of you I'm looking at things differently and I'm thinking about being a fireman and hope to be as brave as you. You showed us how bad it gets its important to stay in school

Sincerly,

Dear Mr.

I would take to thank yov for comeing to ovr scho
I injoed your prezines with us. I will try to
keep my promise and do my homework. The frist tim
I sow yov I knew that yov look funlyovr.
then I sow yovr face then I knew yov was a T.V.
stor. My name is . . . . I am in the 5th
grade and I am elleven years old. I watch yov
on the news on chanel .

yovr frend